

SLD/Dyslexia Work Group 2014-15

Meeting Summary

September 25, 2014 ♦ 8:30 am – 12:30 pm

MCR3, SERC/CSDE, 25 Industrial Park Rd., Middletown, CT

❖ *Getting Started*

- **Welcome and Introductions:**

- Welcome from Charlene Russell Tucker, Chief Operating Officer, CSDE
- Workgroup member introductions

- **Group Norms and Agreements:**

Maintain a shared goal of improving student outcomes
Remain focused on the outcomes and purpose of the group
Respect all viewpoints and perspectives
Listen reflectively
Come prepared

❖ **CSDE's Perspective – Dr. Patricia Anderson**

Dr. Anderson reviewed salient points from the power point presentation and the *Frequently Asked Questions (FAQs)* shared at CSDE Back to School meeting on September 17, 2014

CSDE Actions:

- Not later than January 1, 2015—Add “Specific Learning Disabilities/Dyslexia” under Specific Learning Disabilities in the Primary Disability section of page one of the IEP **[Completed]**
- Revise IEP **[Completed]**
- Revise IEP Manual (input to CSDE from the Workgroup to be included) **[January 1, 2015]**
- Communicate with electronic IEP vendors **[Completed]**
- Revise SEDAC data collection file layout

Review Proposed Objectives for the External Workgroup

- Pat asked what the participants felt should be a shared vision of this workgroup?
- Member comment: Parents have concerns that that students classified under SLD are not getting the exact interventions that they need. The current SLD classification has not fully addressed their needs.

What will be our work?

- Shared vision—to improve instruction for all students including those students with dyslexia
- Review and identify a shared understanding and definition of dyslexia
- Review pertinent legislation and implementation practices from other states
- Identify evidence-based practices for the screening, identification and instruction of students with SLD/Dyslexia.

Defining the Work of the Group [Gallery Walk Activity]

Chart Areas for Gallery Walk:

Focus Areas/Topics to Investigate

- Definition of dyslexia—pure phonological definition or language-based disability
- Screening/Assessment and responsibilities of team members
- Evidence based practices
- Avoiding due process
- Tier 3—Specialized instruction—What is the difference?
- Statewide systemic approach (Encourage/support consistent implementation across levels)
- State data on SRBI implementation
- Linking diagnostics to intervention
- Extend work beyond this group—alignment to other efforts-crosswalk to bolster our priority in state
- List of deficit specific assessments (criterion-based—teachers/norm-referenced—specialists)
- Progress monitoring
- Professional Development (PD) opportunities—general awareness (classroom teachers) (Specialists)

Ideas on How to Work Together

- Crosswalk to other state efforts—alignment and funding
- Establish timelines and outcomes—Immediate and Long-term
- What is reasonable within the remaining four meetings?—structure of meetings/small and whole group

Information or Resources the Workgroup needs to have access to

- Yale Center for Dyslexia and Creativity
- National Institute of Health
- *LD Guidelines*
- K-3 Instruction
- International Dyslexia Association

Individual comment/questions:

- *Need for students to be identified with dyslexia—assessment/results/what to do*
- *What are the implications of this legislation for districts? What do districts need by January 1st?*
- *How are families going to understand all of this?*
- *What are the responsibilities of the district under Child Find?*
- *What does the box mean on page 1 of the IEP?; When box is checked—what are the implications?*
- *Getting everyone on the same page—Do we need to rule out dyslexia?*
- *Big issues—Parents will be asking, do you have training in dyslexia to treat my child?*
- *Question—Difference between SLD in reading and dyslexia?*
- *Staff awareness regarding knowledge about what dyslexia is and what the indicators are.*
- *Ability to get legislation—identification and resources for teachers (evidence based practices) to recognize signs of dyslexia and treat students—get information from Unified School District #1 system (Department of Correction) – many unidentified students in that system.*

Staying Connected

Directions to access Workgroup website page and the SERC Lib Guide were shared.

Follow-Up Questions:

- ✓ *How will this be reported to the Feds?*
- ✓ *How many students are there in CT with SLD?*
- ✓ *Status of Indicator 17/SSIP?*